

THE
DIVISION OF LABOR
IN INSTRUCTION.

A L E C T U R E

DELIVERED BEFORE THE

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By T. CUSHING, J.R.

OF BOSTON.

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DIVISION OF LABOR IN INSTRUCTION.

THE nature of the subject assigned me by your Committee of Arrangements, not admitting of any attempt at rhetorical elegance or ornament, I shall offer no apology for the directness and simplicity of the statements and inferences which I am about to lay before you.

These, if correct, will, I think, show, that the principle of the *division of labor* is of great importance in conducting the business of instruction. Reasoning from analogy, any attentive observer of the various processes that are carried on around him in the fields of business and labor, can hardly fail to conclude, that this principle, so universally applied in conducting the various branches of modern industry, is capable of being successfully used in the management of schools of almost every description.

It is not my intention, for it is unnecessary, to bring forward any instances of the advantageous application of this principle in the conduct and result of any of the mechanical or other processes; they are sufficiently evident to any one who walks through the world with his eyes open. Dispense with it, and we are thrown back into a state of primitive simplicity, almost of barbarism. I do not think it too much to assert, that, wherever the division of labor has been judiciously applied in any of the arts, the business in hand will be conducted with less expenditure of time and labor in proportion to the amount of the product; and that this product will be superior in kind to what can otherwise be obtained. To show that this principle can be applied in a greater degree, perhaps, than is generally supposed, to the processes of instruction, and that the result of its judicious application, will be of the character just mentioned, is the object of this lecture.

It must depend upon various circumstances, *how far* the management and instruction of a school may be divided among several persons. To do it to any considerable extent requires a density of population sufficient to allow of a large number of pupils being collected on one spot, or the bringing them together as temporary residents at the place of education. The character of the school and the nature of the instruction to be given, must also be taken into consideration. To *what degree*, then, the business of instruction may be divided, can only be decided by the character and wants of the people among whom schools are to be instituted. I wish now to show the special advantages of such a division, where it is proposed to give a complete course of school instruction, and where scholars can be collected in numbers sufficient to warrant its introduction.

To do this, I must suppose, as types of the two kinds of institutions, two schools, in one of which the labor is not divided, and in the other of which it is. I do not know how more conveniently to designate these, than as a *small*, and a *large* school. These terms are, to be sure, relative, in their signification; but by a small school, I mean such a one as is usually taught by one teacher of, say, from twenty to forty scholars; and by a large school, one where several teachers are employed, of from one to two hundred scholars. To make any calculations, it will be necessary to go considerably into detail, and to assume certain data which are intended to be as near the truth as possible, or at least, not to err on the side of extravagance.

What then is the mode of proceeding in what has been called the small school, where all the duty devolves upon a single teacher, and where instruction is given, according to the demands of the community, in many branches? If the scholars ~~vary~~ in age, as is usually the case, from ten to sixteen years, they cannot well be divided into less than four classes; if the pupils are destined for different pursuits in life, and do not attend to the same course of study, a greater subdivision than this, will be found necessary. If each class have three exercises a day, the teacher will have to hear twelve recitations. These must necessarily be carried on in the same room where the classes not engaged with him, are pursuing their studies. He has thus, at the same time, to give attention to the exercises of the classes, to attend to the discipline of the school, and to answer the many questions and applications to which a teacher is constantly subject. There is also a great deal of miscellaneous business constantly arising in a school; there are pens to mend, notes to answer, callers on busi-

ness to attend to, and many other interruptions, which those who have had any experience in teaching, will readily supply. Now it can easily be seen that the teacher thus situated, must be very actively employed from the beginning to the end of the longest school day ; and, that work diligently as he may, he will find himself obliged to cut short his recitations, to omit the explanations and illustrations that he would gladly give, and to adopt a summary mode of discipline, that cannot pause to examine cases and become acquainted with individual character. His load of recitations is constantly pressing upon him, and he needs the eyes of an Argus and the hands of a Briareus, to get through with all that he feels that he ought to do for his pupils. Should he be indisposed, he must either drag through the day as he can, or close the school ; should he be seriously ill, his school must be temporarily suspended, or confided to a stranger.

I have made this outline as brief as possible, that the mode of proceeding and the position of the teacher in such a school, may present itself clearly to your minds. Let me now set as briefly before you, in what manner a large school may be conducted, where the division of labor is introduced.

Let a school be supposed of four or five times the size of the one just sketched, where all the branches usually attended to at school, are taught ; where pupils are fitted for the University or for the other walks of life. Suppose that this school is instructed by four teachers ; that to one of these, whom we shall designate as the principal, is assigned the control and direction of the institution, the selection of studies, the choice of books, the administering of the discipline, the charge of the correspondence and intercourse with parents and others, and, in addition to this such a share in the teaching, as these duties will leave him time for ; and that the other teachers give instruction in the three departments of English, mathematical, and classical studies. This school will require for its proper accommodation, a room or hall of sufficient size to accommodate all the pupils ; and rooms of quite a moderate size, for the teachers of each of the departments. The exercises might, perhaps, be all carried on in one room, but not with nearly so much comfort and success. The hall must be furnished with such fixtures, as will accommodate the scholars as the place of general rendezvous, where books, &c. are to be kept, lessons to be studied, lectures and general instructions listened to, and such other exercises performed as can be attended to most conveniently, en masse. The recitation rooms will need only

seats for a small number, and such apparatus as the departments require.

How may the pupils be employed during the day in such an establishment as this? The whole number can meet in the morning in the hall, and attend to such exercises as may be thought appropriate for opening the school. Such general directions as are needful, or comments upon the occurrences of the preceding day, may then be made by the principal. Some exercises, perhaps, in which the whole school can unite, may also be performed. At an appointed hour, classes may be sent to each of the teachers. If the school is divided into six classes, half of the number is thus disposed of; another sixth may attend to some exercise with the principal; the remainder attend to such duties as do not require the constant attention of the teacher, such as writing, ciphering, and the preparation of lessons. At the end of the time allotted for recitation, the classes that have been engaged with the teachers, return, and either go to another exercise, or remain and attend to their duties in the hall. At convenient intervals, classes may be released for relaxation and amusement. This system supposes an arrangement, previously made, of classes and hours, and fully understood both by teachers and pupils, so that no time need be lost in waiting for orders, or for pupils to be instructed. If sufficient attention is paid to this arrangement, there need be no jarring of classes, or time wasted; the pupils may attend each teacher daily, and have sufficient time besides for the preparation of lessons, for play and general instruction. At the close of the school, they may all be brought together to hear any remarks from the principal, and be dismissed with appropriate exercises.

Having thus briefly, and, I hope, intelligibly, given the outline of a school where the labor is divided, I wish to institute a comparison between it and the one previously described.

In the first place, in regard to the *amount* of instruction received. It is sometimes urged by those who have not examined the matter carefully, that, in a small school, the pupil receives a greater amount of direct instruction from the teacher and that there is less chance of deficiencies escaping notice. If this be so, it is certainly a great advantage, as the wants and improvement of the individual, are the objects to be kept constantly in view. But is it really the case? According to the estimate made of the amount of time that the unassisted teacher could devote to each of his classes, supposing him to have but four, each class might be engaged one hour and a half, in recitation or class ex-

ercises, if the school exercises occupied six hours, and no time were lost by the teacher through miscellaneous business or interruptions of any kind. But, if instruction in the ancient or modern languages, is attempted in the school, the number of classes must, almost of necessity, be greater. I heard not long since of a high school, of about thirty scholars in the vicinity of Boston, in which there were no less than seventeen classes. This, no doubt, was an extreme case ; but it will often occur that instruction is desired for a small number, and sometimes for an individual, in some branch to which the rest of the school do not attend ; or that scholars are presented, whose attainments do not permit them to join immediately any of the regular classes. In such a case a new class must be formed, and, a new demand being thus made upon the time of the teacher, the time of the rest, is, of consequence, diminished. But making the most favorable supposition, namely, that the school can be reduced to four classes, each class can receive one and a half hour's instruction from the teacher daily.

Now how stands the case in the large school ? If it is divided into six classes, each can receive one hour's instruction from each teacher, daily, besides such instruction or general attention as the principal is able to give. The classes thus receive more than double the amount of personal attention. Is it thought desirable to form a class in any other branches than those mentioned as the common course of the school, instruction can be given by one of the teachers at an hour not occupied by the regular recitations ; or, should the demand be sufficient, by an additional teacher employed for as much time as may be found necessary. It is easy, in this way, to introduce several of the modern languages, music and other branches, which would otherwise occupy an amount of time disproportionate to the number to be instructed, or, most probably, could not be introduced at all. By arrangements of this kind, those pupils who are able to make due preparation in out of school hours, may be employed during the greater part of the school-day in receiving instruction. This, however, would seldom be desirable. Under such a system of instruction, attention can be paid to many minutiae to which it would be altogether unreasonable to expect the unaided teacher to pay any regard. It seems to require no further demonstration to show that the scholar must receive at least twice, and can usually receive three times as much direct instruction in the large school as in the small one.

Secondly, in regard to the *quality* of the instruction given. It seems to be no more than natural, that teachers choosing branches

with reference to their own natural fitness and acquired proficiency, should, at the outset, be better able to give thorough instruction, and to impart an interest in the study, than where there is no choice about the matter, but every thing must come before the mind and eye of one person, however little he may be adapted to impart instruction in some of the branches. But, this apart, would not the teacher of a single branch, or set of cognate branches, have an opportunity to go more deeply and thoroughly into them, to teach more upon fixed principles, and to bring more of illustration to bear upon his subjects, than where the attention is more divided? The analogy of the mechanic arts seems to teach that this is the case. Here skill of various kinds is employed for the more thorough and speedy performance of the labor. The power of machinery and the muscular strength of the man, may perform the heavier portion of the work, while the more delicate hand of the woman or child, may be advantageously employed in adding the ornamental part of the fabric. So different kinds of talent find their sphere in the different departments of teaching. A man may be an excellent teacher of mathematics and the exact sciences, who would be entirely unfit to give instruction in rhetoric and elocution; another may be very competent to give instruction in penmanship or drawing, who would be entirely at a loss in the languages; and there are some who are fine scholars and competent teachers, who are not adapted to the management and discipline of a school. While the constitution of the mind remains unchanged, teachers need not blush to say, "non omnia possumus omnes."

Is it not then expedient, in the important work of education, to make as much talent as possible available, in bringing about a thorough and satisfactory result? Let every man put his hand to the work in that field where his labors can be of most avail, and sow the seed of that fruit which his own mind bears most readily and copiously. It is hardly necessary to say, that in teaching, as in other things, the common adage, "practice makes perfect," is entirely applicable. This principle is, in fact, recognized in our colleges, where appropriate spheres of labor are filled by men particularly qualified by their natural bent of mind and appropriate training.

So far, then, as depends upon the fitness and thorough preparation of the teacher, this system seems to offer no inconsiderable advantages. But this is not all that tends to improve the quality of the teaching. The position of the teacher is highly favorable to thorough instruction. He is not liable to interruption by visits

or the calls of business ; his mind is not distracted by compulsory attention to the management and wants of other pupils than those actually under instruction ; he is not hurried and anxious about the time to be spared to each class, for that is a matter of definite arrangement ; if desirable, he can have a breathing time between his recitations ; in fine, he knows exactly what he has got to do, and how long a time he shall have to do it in. From the combination of all these favorable circumstances, it seems almost necessarily to result, that teaching of a higher order can be practised than the position of a teacher in a small school, will possibly admit of, however great his skill and strong his inclination to do his utmost for the benefit of his pupils. A more extended course of education in more branches, may be introduced, without detriment to those in the lower grades, and without omitting that attention to minutiae, that is so important in the earlier stages. With competent men, I do not see why the school course may not be made very nearly as extensive, and to the full, as thorough, as that pursued in our colleges ; for, if the community wish and will pay for it, arrangements may easily be made, in such schools, to provide instruction for pupils of almost any age or degree of advancement.

The only objection that occurs to me, against instruction given in the manner described, is, that it necessarily implies that the classes must be large, at least in those studies that are attended to by the school generally. This, it may be urged, is an objection, that counterbalances the advantage derived from the greater amount of time given to each. Now, that a class may be made too large for thorough instruction and the constant responsibility of the pupil, is not impossible ; but where the proportion of pupils to teachers, is about that which we assumed, one hundred and fifty of the former to four of the latter, for instance, there need be no inferiority in the instruction on this account. In some studies, in which the pupil is to learn by attention chiefly, the size of the class makes little difference. In reading, for instance, all the examples given by the teacher, his illustrations and criticisms can be as well attended to by a class of twenty as by one of two ; while, among a number, there will be that variety of performance, that will enable him to cover much broader ground in his remarks. In spelling, according to one of the most approved methods, where every word is written by every one engaged in the exercise, as many may take part as can hear the voice of the teacher. In teaching the elements of vocal music, a large number may be taught with equal facility as a small one,

the eye and the ear being chiefly appealed to. So in the explanations of the principles on which any science is founded, and in the illustrations, either by maps, diagrams, scientific apparatus, or by oral instruction, as many can be benefited as can conveniently see and hear. It is in managing those recitations, in which the pupil is called upon to exhibit by his answers the preparation that he has made, that the difficulty lies. Here, certainly, classes must not be made so large as to afford a strong chance of escaping altogether from examination, or the possibility of knowing with certainty when each one's turn is to come. In effecting this, the practical skill and acuteness of the teacher is brought into play. Were it my object, at present, to describe modes of instruction, I might give some hints in what manner the due preparation and mental activity during the recitation of each scholar may be secured. But it will probably be found a fact, that from twelve to twenty is not too great a number to compose a class in such studies. Among such a number, there is a greater chance that a portion will be able to do all that is expected of them, and make the standard of duty high. This is important ; the actual performance of some of their number, is a much better proof of what can be done by scholars than any merely theoretical standard of the teacher. From some little experience, I have had the greatest satisfaction from the largest classes, and would rather be responsible for the improvement of a class of twelve boys, in Latin or Greek, for instance, than of a single scholar.

This question seems to have been sufficiently tested by the successful operation of such schools as have been established in Europe and among us, upon this principle. More thorough scholars are produced, especially in those branches where certain forms and principles are to be much dwelt upon, such as the languages and mathematics, than where the attention of the teacher is bestowed upon a single pupil, or a very small number. A sort of sympathy and life is developed in the recitation of a considerable number under skilful management that is highly beneficial. I will merely mention, as one instance, that in the Public Latin School, in Boston, whose scholars have been considered very thorough in their preparation for college, the number of pupils in the divisions, when the school is full, is from fifteen to twenty.

If a large class, then, can be as well taught as a small one, the teacher must feel greater satisfaction in the result, as his time has been expended to more purpose.

Thirdly, in regard to the *discipline* of the large school compared with the small one. Perhaps it may seem, at first sight, that its size will have an unfavorable effect upon the general good order and exactness in the requisition and performance of duty. But this, we believe, to be by no means necessarily the case. It is true, that much will depend upon the competency, promptness, and thoroughness of him in whose hands are the arrangement and management of the school. But this is only saying what may be said, with equal truth, of any school, of any size, or of any other establishment, where a certain course of discipline is to be maintained and administered. Competent persons must be found to fill such situations ; (and it is intended presently to show, that this system tends to provide and qualify men competent to fill them;) but in the hands of such, it is maintained, that there need be no relaxation, and as little neglect of duty, as can be attained under any system. What does analogy teach us here ? Is it found that discipline is necessarily relaxed, and exactness in duty dispensed with, in proportion to the numbers that are brought under its requisitions ? Is not the reverse usually the case ? Is not the object of one of the neighboring manufacturing establishments, namely, the production of certain fabrics and the enriching the owners thereby, as well effected under the control of one competent superintendent, with a sufficient number of subordinates, with one system of regulations and requisitions, as if it were divided into five or six establishments, distributed in different parts of the town, and going on independent of each other ? The practice of all manufacturing districts sufficiently answers that question. Or, to use another illustration, is it found that the discipline of a man-of-war is relaxed in proportion to the number of her guns ; so that the sloop or the frigate is proportionably better managed than the seventy-four or hundred gun ship ? Experience answers this question too. With a competent head, a sufficient number of inferiors and wholesome regulations, with a place and duty for every man, the size of the ship need be limited only by the skill of the builder to construct, and the power of hemp, wood and iron, to bear the shocks of the elements.

But, further than this, it is maintained that our plan offers positive advantages for the most thorough management of a school. The single teacher labors under this disadvantage ; that he cannot devote much time to the management of his school, without feeling that there is an amount of work accumulating

that he can ill dispose of, or that some exercises must be omitted altogether. This feeling makes him loath to stop the exercises of his school to investigate breaches of order, to scrutinize individual peculiarities of conduct, and to draw fit moral lessons from passing events. Now, all this is very possible in the large school. He, whose province it is to direct, may, if he pleases, have a time set apart for attending to such cases as require particular notice, and for giving the necessary reproof, counsel, or punishment; being thus able to give greater consideration to individual character and make the necessary allowances. He may have a definite time for addressing the pupils on topics of morality or order, thus bringing his powers of persuasion to strengthen his positive laws. He is thus able to give that moral instruction which is now so much demanded, but for which it is so difficult to make any adequate provision in schools of the usual kind. Neither will he, necessarily, be overwhelmed and worn down by the great number in the school-room. If the plan of the school be brought to mind, it will be remembered, that there will be, for the greater part of the day, but a portion of the pupils, from one half to one third, in the common hall; while the changes that hourly take place, the alternations of different studies, and of work and play, may also have a favorable effect by banishing idleness, and giving some relief to that restlessness, which, caused by long sitting and the want of variety, is the source of most of the minor school offences, and, consequently, of much trouble and annoyance to the teacher.

This system, to be effective, supposes a constant communication between the principal and the heads of the departments, by which all cases of misdemeanor and neglect, may be brought promptly under his notice. By this means he will be acquainted with the progress and conduct of every pupil in each department, and will hold, in his own hand, the ends of all the threads by which the pupil is united to the establishment.

Perhaps it may be worthy of remark, that pride in their school, and a desire to maintain its credit, is more apt to be excited among the scholars in a permanent and well-known establishment, where, perhaps, some of the highest talent has been developed, and where merit of various kinds, is likely to be brought together, than in one of another description. A high standard of excellence is thus kept before their eyes, and an honorable ambition aroused not to fall below it, that has none of the injurious effects of emulation, as usually excited. The schoolboy should look with reverence on the halls that have been at-

tended by those whom he looks up to, as the great men of his community, or country, and have all the honorable feelings of his nature called into action by the associations that cluster around them.

Fourthly, it remains to institute a comparison between the two systems, in regard to *economy*. If it can be shown, that, to the public, the education of their children will cost less in large establishments, whether public or private, while the teacher will be as well, or better compensated for his labors, it will be an important part of our argument. In the first place, if houses are to be built to be occupied as schools, it will be found that the cost of erection will not be directly as the number to be accommodated ; that is, four small school-houses will cost more than one that will receive as many as all of them, if the site, materials and style of building be equally good. This could easily be proved by going into calculations about the prices of building-materials, labor, &c. ; but this is hardly necessary. I believe that those who have any practical knowledge on the subject, will corroborate my assertion. In general, I believe it is found more economical to erect as few separate buildings as possible for the carrying on of a certain amount of business. Here, then, is a saving at the beginning. The same will be found true in regard to many other items of school expense ; a more systematic economy can usually be practised in large establishments of all sorts. Much school apparatus, such as large maps, philosophical and chemical instruments, diagrams, &c. can be used for the benefit of many as well as of a few, and can, consequently, be better afforded in a large school. A much more complete apparatus can thus be provided, so that the scholars can derive more benefit at a less expense.

All that is saved in the ways above-mentioned, can be devoted by the public to raising the standard of education, and to the more liberal compensation of teachers. It seems, then, to be for the interest of all towns and school districts, whose size and population allow of it, to concentrate their means upon the erection of one edifice of a size sufficient to accommodate all their children ; for the smaller ones who can be more conveniently taught by one or more female teachers, can be accommodated beneath the same roof, and perhaps receive some benefit from the system and arrangements of the establishment ; their studies, certainly, may be prescribed with reference to their future reception into the upper school, and the time of the transfer being decided by the teacher's opinion of their fitness, they will not be liable to lose time by

being kept too long in the rudiments, nor to be forced prematurely into the higher branches. Some of the rooms of such a school-house, may also be used for other purposes, such as lectures, the meetings of societies, or town purposes, and something may be saved in this manner. The public schools in the city of Boston, are organized somewhat upon this principle. The houses are large and expensively built. They are considered full when four hundred pupils are under instruction, though many more than this are often received. This number is thoroughly instructed in the usual branches of an English education, at an expense of about four thousand dollars per annum, for the salaries of the teachers, and about two thousand more for the interest of the money invested, and other expenses; being much less than equivalent amount of instruction could possibly be obtained, in that city, in small establishments. Thus a better education is obtained, at a less expense, while the teacher is more generously supported.

Having examined the workings of the system when the division of labor is introduced, in regard to the amount and quality of the instruction given, the facilities afforded for good government, and the expense, at which an education can be obtained, I do not see any reason to doubt, that the moral, intellectual and physical interests of the pupil, are, at least, as well cared for, as under any other system; if our statements and deductions are correct, it seems to follow necessarily, that they are far better provided for. But if the pupil fares only equally well, I think it can be shown, that the interests of the teacher alone, his comfort, his permanence and respectability render it preferable.

In the first place, he is exempted from that constant hurry and distraction of attention that tend to make the business wearisome, and its results unsatisfactory. What more calculated to make the teacher discontented with his lot than the consciousness that he can never quite roll his stone to the top of the hill and gain a sufficient standing time to put in practice some of those plans for the benefit of his pupils that are constantly occurring to him; that, do what he may, he cannot realize his own idea of teaching, and send out thorough scholars into the world; and, that, though he do his utmost, the unsympathizing public are dissatisfied with him, because he cannot do what it is impossible for the mind and hands of one man to accomplish? It is this, we apprehend, that has given currency to the opinion, that teaching is necessarily more irksome and laborious than other sedentary occupations, and almost sure to wear out those engaged in it. Is

it not probable that this deleterious influence is produced by the distraction of thought and attention, and great responsibility to which the young teacher, in entering upon the sole charge of a school is subjected? With a reasonable time, a comfortable place, and an undisturbed and placid state of mind, it seems that the operations of a school can be carried on without making too great a draught upon the strength of any one of moderate intellectual and physical endurance. Could these advantages be attained, many valuable men might be retained in the business, whom the unpleasant labor and experience of a few months or years, at present, drives into other occupations.

The young teacher, too, is often subjected to annoyance from those persons, wise in their own conceit, who are always ready to give the benefit of their sage counsel to any one entering upon the duties of the office; but, as they usually differ in opinion, only place him in the embarrassing situation of being obliged to disoblige all whose advice he does not follow. He is thus exposed, at the outset, to the danger of making enemies and having parties formed for and against him, upon the most inconsiderable grounds. Now, if he commences his career under the guidance of a man of established reputation and experience, he is free from all this annoyance, and instead of the onerous responsibility to a many-minded public, is responsible only to his conscience for the faithful discharge of a prescribed line of duty. It may easily happen, in fact, nothing is more natural than that the young teacher should not instinctively fall upon the best methods of teaching and governing a school; for the power to teach in the best manner does not come by nature more than any other skill. He will spend much time in finding out that which the experience of another might have taught him, and will thus be exposed to the unpleasant reflection, that his first scholars must have suffered, while undergoing the experiments that showed him his errors. Now, experiments of this kind are not like those in natural philosophy or science, which, if unsuccessful, involve no greater loss than the value of the materials and the time of the experimenter. The misdirected efforts of the child, can never be recalled, nor the wrong done his mind, atoned for; his school years are rapidly passing away, and the acquired skill of the teacher will nought avail him. Such experiments are as bad for those suffering under them, as would be the conduct of an ignorant person who, taking a stock of medicines, should go among the sick and try to gain the knowledge of the educated physician, by experiment.

It is small consolation to those who suffer under such treatment, that he eventually finds out what will cure and what will kill.

This mortification, arising from the consciousness of duty unfulfilled, may be spared the man who is willing to commence his labors under the direction of another, more experienced than himself. If he labor in but one department at a time and commence with the best theoretical methods, he will be able to accomplish himself in the practice, in a comparatively short space of time. He will have an opportunity to become acquainted with the modes of instruction practised in the different departments, by observation and exchange of work, and with the general management and routine of a school. He will be able to discipline his temper and habits to the requisite degree of kindness and patience; no small part of the teacher's preparation. He will thus gradually qualify himself for the more difficult and responsible post of an independent instructor, or the principal of another establishment where the same system is to be put in practice.

Is not this plan likely to form thorough and permanent teachers, and thereby increase the respectability and usefulness of the profession? I say *permanent* teachers; for to carry out this system successfully, it is absolutely necessary that the principal, at least, should be permanent. The interests at stake are too great, and the qualifications required too numerous, to allow of any man's being employed, who proposes teaching only a short time, with his heart in something else. Thus a number of men of the best capacities for teaching, will be kept permanently engaged in it, and their establishments will afford the best means of forming and sending out teachers that will do honor to the employment. By securing a body of permanent teachers, we gain the greatest security that some progress will be made in the science of teaching. When each man has to begin *de novo*, and has no sooner attained a little experience than he quits the employment, what opportunity is there for progress? Which of the mechanic arts has made advances and produced satisfactory results by such a course? In which of them, in fact, would the plan be tolerated of a man's taking it up, impromptu, as it were, and pretending to vie with the workman of apprenticeship and experience. Just imagine a man extemporizing the making of a watch, or even the shoeing of a horse! Under such circumstances, teaching will be stationary in its methods and imperfect in its execution. It cannot rank as a science, because the very idea of a science is, of a body of knowledge, already acquired on any subject, arranged systema-

tically under appropriate heads, which, those who are devoted to it, feel it their duty and pleasure constantly to augment.

This plan of forming teachers does not come into opposition with that proposed in Teacher's Seminaries. Those educated in them will need an opportunity to put in practice the theoretical systems of teaching, which they have acquired, and an opportunity is thus afforded them. It seems hardly possible to employ inexperienced and temporary teachers with safety, elsewhere than in some subordinate capacity, under skillful direction.

Is it said in opposition to this system, that it makes the young teacher too subordinate ; that the position is not sufficiently independent to allow young men of spirit to place themselves in it ; that the dignity and respectability of the office, are diminished by not grasping at once the entire control and responsibility of a school ? To objections like these it may be answered, that more respect is shown for the office, when those who propose filling it, think it necessary to make careful preparation for it, and do not thrust themselves forward to fill stations for which they are by no means prepared ; and that more respect is shown by the community, when it insists upon having men of thorough preparation and long experience for its posts of honor and profit ; and that the profession will never be so much respected, as when this is admitted and acted upon by both parties. That nowhere else is it thought necessary for a young man of spirit to rush forward and claim situations that are due to his superiors in knowledge and experience ; that to scale the ladder of promotion in the military or naval service, for instance, is the work of a good part of a man's life ; and, that in these professions, strict deference and submission to superiors, are considered honorable rather than the contrary. Were the same principles adopted in our public institutions for education, the effect would be highly advantageous, as promotion in the service would be made to depend upon experience and merit, rather than caprice or personal influence. Then young teachers would not be so constantly desirous of change and of springing at a leap to the top of the ladder, when it was felt that there was a fair prospect of attaining it by patience, and that their just claims would not be disregarded. When large establishments, such as have been described, are in existence, the highest posts are well worth careful preparation and patient waiting for, while many intermediate positions are open to different degrees of education and experience. The more mechanical duties may thus be thrown

upon those who are beginning their apprenticeship, and the time of the more able be devoted especially to those labors that require ampler knowledge and maturer powers. Let there be, then, as far as possible, in institutions for education, different grades of labor and emolument, each of which is to be reached by the patient and successful permanence of the duties of that below it. In this way, the competence, permanence, and consequent respectability of teachers, will be best provided for.

If, then, our statements are well founded, and our inferences correctly drawn, it follows, that the interests of the pupil, the teacher and the public, are best subserved by introducing, as far as practicable, the principle of the division of labor, in the organization and instruction of schools.